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ABSTRACT

On the occasion of the 15th anniversary of Reading Recovery in North America, this booklet reviews the history of Reading Recovery's "extensive growth, compelling research, and unprecedented success." The booklet tells a story of individuals whose vision, dedication, and untiring efforts have changed school systems and early literacy instruction, demonstrating that literacy for all children is possible. At the same time, the booklet tells a story of successful partnerships forged across international boundaries (New Zealand-Australia-United Kingdom-Canada-United States) and academic settings (universities and public schools) by collaborating participants, including researchers and practitioners; trainers and students; teachers, children, and parents; educators and legislators; school-based professionals; and partners. The illustrated history in the booklet begins with Marie Clay in pre-1984 New Zealand and her ideas about Reading Recovery and concludes with plans for future research in North America. (NKA)

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Reading Recovery in North America

An Illustrated History

CS 013 826

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An Illustrated History
Reading Recovery in North America

Dear Colleagues:

The celebration of the 15th anniversary of Reading Recovery in North America gives us the opportunity to review a history of extensive growth, compelling research, and unprecedented success. It is a story of remarkable individuals whose vision, dedication, and untiring efforts have changed school systems and early literacy instruction, demonstrating that literacy for all children is possible.

At the same time, it is a story of successful partnerships forged across international boundaries (New Zealand–Australia–United Kingdom–Canada–United States) and academic settings (universities and public schools) by collaborating participants. These include researchers and practitioners; trainers and students; teachers, children, and parents; educators and legislators; school-based professionals and partners.

Most importantly, it is a story of success for our children who are valued, respected, and provided instruction that creates academic success and the promise of lifelong opportunities from fragile beginnings.

This booklet captures the development, the individuals, the partnerships, and the successes of our program. We acknowledge the special contributions of all individuals connected in any way to the implementation of Reading Recovery in our schools. Your outstanding efforts on behalf of Reading Recovery children deserve recognition and praise. We celebrate your history, thank you for your diligence, and wish you continued success.

Sincerely,

Mary Anne Doyle

Mary Anne Doyle
President, Board of Directors
Reading Recovery Council of North America, Inc.

February, 2000

"If children are apparently unable to learn, we should assume that we have not yet found the right way to teach them."

Marie Clay

"...teachers plan for all children to have the same amount of exposure to each activity when individual learners need differential exposure... I would like all educators to understand that literacy learning difficulty is a product of the ways we delivered instruction. That the world could be otherwise– that should be Reading Recovery's contribution to education."

Marie Clay
From a December 1999
interview with Carol Lyons

Pre-1984
New Zealand:
A Well Documented Miracle

National Reading Recovery Centre, Auckland.

Marie Clay's interest in early literacy began when she was a lecturer and doctoral student at the University of Auckland, New Zealand. She asked the question, "Can we see the process of learning to read going off-course close to the onset of instruction?" Her doctoral dissertation, *Emergent Reading Behaviors*, examined how all children were learning to read and write in their first year of instruction. Because she studied and recorded the entire span of change for children at all levels of progress, she began to understand what to try to teach the low achieving children to do. At the time, she could not have imagined that her work would be the beginning of an early intervention literacy program that would spread to three continents by the end of the century.

In 1976, after Clay had become a professor and head of the Department of Education, she embarked on observational research that led to the development of Reading Recovery. For a full year she observed and recorded how a teacher in an old lean-to building on Wynyard Street worked individually with hard-to-teach students. After a year of detailed observation and record keeping, she recruited a team of six additional people–teachers, supervising teachers, reading advisers, and senior university students–to determine what teaching activities worked in which situations.

As they observed, the team discussed pupil and teacher interaction. After each lesson, observers asked the teacher to explain why a particular technique or book

1966

Marie Clay completes her dissertation, *Emergent Reading Behavior,* at The University of Auckland.

1972

Clay's books *The Early Detection of Reading Difficulties, Sand,* and *Reading: The Patterning of Complex Behaviour* are published in Auckland by Heinemann, NZ.

1976

Clay begins the Reading Recovery development research.

1977

The New Zealand research team is enlarged to seven, and Reading Recovery techniques are developed.

1978

Reading Recovery is given a field trial in five New Zealand schools.

1979

Heinemann, USA begins distribution of the second edition of Clay's books.

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National-Louis University trainer Salli Forbes leads a training session, continuing a tradition begun in New Zealand in 1976.

was chosen. During these discussions the teacher's implicit assumptions had to be explained verbally rather than remaining intuitive hunches. Clay wrote, "A large number of techniques were piloted, observed, discussed, argued over, related to theory, analyzed, written up, modified and tried out in various ways, and most important, many were discarded."

This work with six-year-old learners revealed that the children had diverse problems with print, and they also had diverse strengths and skills. Building on strengths, teachers discovered they could design individual instruction to accelerate learning. Marie Clay wrote of this time, "By the end of 1977 we had a well documented miracle full of surprises."

After two years of development, Reading Recovery was put to the test in five diverse Auckland schools. The schools agreed to field trial the program with children who were falling behind their classmates. Teachers were prepared for mounting the program in their schools and for designing individual lessons for these children.

This initial field trial laid the groundwork for training Reading Recovery teachers, and for many teaching activities that have become standard in Reading Recovery. By the end of the year, the majority of low-performing students had been brought into the average band of their class and their programs were discontinued. The program expanded to 48 Auckland schools, and the lesson time was standardized to 30 minutes. Results for the second year of implementation revealed the same rate of success in bringing low-performing students up to the average band of their class. Follow-up studies revealed that Auckland students who had a full Reading Recovery program were able to maintain their gains and continue to perform in the average band of their classmates.

As a result of Reading Recovery's strong success in the Auckland school district, the program was implemented across New Zealand between 1981 and 1988. By 1990, the program had emigrated to Australia, the United States, Canada, and the United Kingdom.

Observing Learning

"I began a two-year research and development project in 1976. Six teachers with special interests in literacy issues formed a research team, and each week one taught a child behind a one-way screen while the rest of the team talked about what was occurring. They discussed the child's difficulties and how the teacher responded, relating this to collective knowledge of theory and practice. The one-way screen was so useful that it became a technological requirement for training Reading Recovery teachers."

Marie Clay
From The Eighth Annual
Charles A. Dana Awards 1993 Yearbook

1976 1982 1983 1984

One hundred more teachers train in Auckland.

A team of professors from The Ohio State University journey to New Zealand for an international reading conference. While there, they meet with Clay and observe Reading Recovery in action.

One year follow-up study of Auckland schools is published.

National implementation of Reading Recovery begins in New Zealand.

Reading Recovery emigrates to Australia.

Marie Clay and Barbara Watson come to The Ohio State University in September to begin training the first North American Reading Recovery professionals.

AUCKLAND
City of Sails

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Governor's Award

Ohio State University professors Diane DeFord, Gay Su Pinnell, and Carol Lyons were honored along with the College of Education by receiving the Governor's Award for outstanding contributions to the education of children through their leadership of the Reading Recovery program. Governor Richard Celeste presented the award on February 17, 1989. In 1996 Governor George V. Voinovich named Reading Recovery one of "Ohio's Best Practices In Education."

THE OHIO STATE UNIVERSITY

Ramseyer Hall, home of Reading Recovery at The Ohio State University.

1984-89
The Ohio State University
The Seed is Planted

It was Moira McKenzie, then a graduate student working on her dissertation on early reading difficulties, who first brought Marie Clay's research to the notice of The Ohio State University's early literacy professors. In 1982, after months of studying the program, Gay Su Pinnell and Charlotte Huck decided to propose starting a Reading Recovery program at OSU.

Later that year, Martha L. King, Huck, and Pinnell spoke at a reading conference in Auckland, New Zealand and spent several weeks observing and talking with teachers and researchers. They came back determined to replicate Reading Recovery with integrity. One by one the pieces fell into place. Barbara Watson visited Ohio and made dynamic presentations to state officials. Bob Bowers, then Assistant Superintendent of the Ohio Department of Education, said, "Let's do it." His leadership, along with that of Nancy Ann Eberhart, pushed the project forward.

1984

Gay Su Pinnell, Charlotte Huck, and Barbara Peterson take a live Christmas tree, complete with storybook ornaments, from Huck's yard to the house occupied by Marie Clay and Barbara Watson to wish them a joyful Christmas.

1985

Marie Clay and Barbara Watson begin teaching Columbus children in January. Clay sits in the boiler room of the Dana School for four days taking Running Records on 400 children. One of the children begs to "go back to the Grandma in the janitor's closet" to read her some more books.

Clay's *Diagnostic Survey* (Third Edition) is published.

1986-87

First out-of-state teacher leader is trained (Nancy DeCou from Fairfax County, VA).

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The first class of teachers trained at OSU, 1984-85.

Grants were obtained from the Martha Holden Jennings Foundation, the Columbus Foundation, the Spencer Foundation, and the National Council of Teachers of English. Martha King wrote a proposal to bring Marie Clay to OSU as a Distinguished Professor and to enable Barbara Watson to accompany her. Evelyn Luckey, Assistant Superintendent of the Columbus Public Schools, and John Hilliard, Columbus' director of federal programs, were successful in making Reading Recovery part of their Chapter 1 program.

In fall 1984 Marie Clay and Barbara Watson arrived in Ohio to begin teaching one trainer, three teacher leaders and 13 teachers. In January 1985 the first Columbus children began Reading Recovery lessons, books were leveled for the first time that spring, and the first book list was created.

Carol Lyons and Diane DeFord joined the Reading Recovery team at OSU in 1985. After the Ohio legislature appropriated $2.1 million, a class of 24 teacher leaders arrived for 1985-86 training, and Reading Recovery began to spread across the state. Hilda Edwards facilitated Reading Recovery at the state level. Objections to the length of training and to transporting children long distances for "behind the glass" sessions were gradually overcome.

Since 1984, The Ohio State University has trained almost 200 teacher leaders and trainers. The OSU team now includes Mary Fried, Rose Mary Estice, Emily Rodgers and Susan Fullerton. OSU maintains the National Data Evaluation Center for Reading Recovery research, and has responsibility for the Reading Recovery trademark in the United States. Thanks to the synergy created by Clay, Watson, the OSU faculty, the Ohio Department of Education, and the Columbus Public Schools, the seed grew and flourished in Ohio.

Collaboration: Key to Success

Diane DeFord of The Ohio State University said, "One of the earliest successes for Reading Recovery in North America was the collaboration that began with The Ohio State University and Columbus Public Schools and had State of Ohio funding. Collaboration is one of the basic requirements for success."

Gay Su Pinnell agrees. "In all sites, collaboration has happened again and again. It is Reading Recovery's strong design that allows successful implementation in different countries, different geographic locations, different economic groups, under different legislative governments."

States and provinces with significant funding include: Arkansas, Illinois, Indiana, Iowa, Kentucky, Maine, Massachusetts, Nebraska, Ohio, and South Carolina; Manitoba, Nova Scotia, Ontario, Newfoundland, and Prince Edward Island.

Left to right: Evelyn Luckey, CPS; Gay Su Pinnell, OSU; Nancy Ann Eberhart, ODE; Charotte Huck, OSU; and Hilda Edwards, ODE.

1987

National Diffusion Network (USDE) selects Reading Recovery as a demonstration project and provides funds to make the program available outside Ohio.

1988

September issue of *Ladies Home Journal* lists Reading Recovery as one of "America's 10 Best School Programs."

First Teacher Leader Institute is held in Columbus.

First issues of *Running Record* and *Network News* appear (Mary Fried, Editor).

Bob Bowers of ODE, who received the first Teacher Leader Award in 1989, is shown here at his retirement.

1989

OSU receives a $750,000 grant from the John D. and Katherine T. McArthur Foundation for Reading Recovery research.

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Texas Woman's University's (TWU) program began after Billie Askew trained at OSU in 1987-88 and served as a teacher leader for two years in Richardson, TX. Margaret Griffin, whose dream it was to have Reading Recovery at TWU, strongly supported local efforts and became the university's site coordinator and mentor, providing vital support during the growth of the program.

Since 1989, 11 classes of teacher leaders from Texas and 16 other states have been trained, and Reading Recovery has taken firm root in Texas. TWU is now, with The Ohio State University, one of two centers that train university trainers. It is also a primary training center for Descubriendo La Lectura teacher leaders.

The faculty and staff at TWU credit the visionary support of school district leaders, university administrators, and the Texas legislature for making their work on behalf of children an exciting reality.

***Texas Woman's University (TWU)** was one of the first universities to initiate a Reading Recovery program. Shown here are Margaret Griffin, TWU site coordinator; Rudy Rodriguez, department chair; and Marie Clay.*

1989-90 Early Growth

Clemson University, the first training center in the Southeast.

University professors were among those who came to The Ohio State University for training, and they returned to their universities to set up Reading Recovery programs of their own. The story of how Reading Recovery spread across North America can be told most easily by recounting the establishment of university training centers. The centers form the infrastructure of support for Reading Recovery programs.

Clemson University was the first training center in the Southeast (1989). Betty Boseman, Director of Elementary Education in Dorchester District #2, is credited with bringing Reading Recovery to South Carolina.

Betty, along with John Kelley from Oconee County Schools, formed the State Advisory Council that brought together university, State Department of Education, and school district leaders. They recruited trainer Joe Yukish. Support at the state level was facilitated by a series of reading and language arts professionals who held the position of South Carolina Coordinator of Reading Recovery. These included the late Rhonda Corley, Clara McIntyre, Cindy Saylor, Susan Smith-White, Suzette Lee, and Cathy Jones.

1989

Standards Committee is formed.

Second Teacher Leader Institute takes place at Mohican State Park and first pre-conference institutes are added to the Ohio Reading Recovery Conference.

TWU trainers left to right: Billie Askew, Dianne Frasier, Nancy Anderson, and Yvonne Rodriguez.

First Lady Barbara Bush and Mila Mulroney, wife of the Canadian Prime Minister, observe a Reading Recovery lesson in Fairfax, VA.

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Western Michigan University trainer, Jim Burns, was recognized in 1994 for his key role in the initiation of Reading Recovery.

South Carolina has steadily increased its Reading Recovery funding, from $13,000 in 1989 to $2.5 million in 1999-2000 to fund statewide implementation.

Another OSU-trained professor, Jim Burns, prepared the way for implementation at **Western Michigan University** in 1989-90. A year later, a consortium of schools in Oakland, MI sent a teacher leader to TWU for training, while three more teacher leaders trained at WMU. Soon a second university training center was established at **Oakland University**. By the 1992-93 school year, Michigan had two fully functional univer-

National-Louis University, one of Illinois' first university training centers, held a ribbon-cutting ceremony in May 1999 to celebrate its new Reading Recovery training center.

sity training centers, each training many new teacher leaders and serving school districts throughout the state. Trainer Beulah Lateef now heads the WMU program.

National-Louis University was one of Illinois' first university training centers. The **University of Illinois** also ran a training center for eight years. In 1997, the Illinois State Board of Education designated National-Louis as the training center for all Reading Recovery activities in Illinois. A new Reading Recovery center opened in May 1999, and Dean Linda Tafel, a member of the RRCNA Board of Directors, assumed leadership of the deans of all university training centers.

1989

New York Times and Educational Research Service both publish articles on Reading Recovery.

First booklist update is published; standard forms are distributed: State Report Guidelines are prepared; and "Auntie Jean" tapes appear.

1990

Rockefeller Foundation funds Reading Recovery in Arkansas, thanks to a statewide start-up committee chaired by Hillary Rodham Clinton. Marie Clay was impressed with Mrs. Clinton's understanding of the program.

Third Teacher Leader Institute is held at Salt Fork State Park in Ohio.

An article by Gay Su Pinnell wins the International Reading Association's Albert J. Harris Award for outstanding research.

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The Reading Recovery Project at ***New York University*** *(NYU) was started in 1989 by trainer M. Trika Smith-Burke and site coordinator Angela Jaggar. Jane Ashdown came to NYU in 1990 and has been project director since 1996, and trainer Evelyn O'Connor joined the team in 1998. With support from Ann Marcus, dean of the School of Education, and Mark Alter, department chair, the project now includes 38 sites and has served over 27,000 children. Initial funding came from the Texaco and Prudential Foundations, with additional support from the Booth Ferris Foundation, J.P. Morgan, Inc., New York Community Trust, and the Astor Foundation.*

Angela Jaggar (left) and M. Trika Smith-Burke (right) pose with Barbara Watson, Director of Reading Recovery of New Zealand.

A training session at UNCW.

***University of North Carolina at Wilmington's** (UNCW) program began when Noel Jones trained at OSU in 1989-90 with support from a grant from the Z. Smith Reynolds Foundation. He returned to train teacher leaders at UNCW in fall 1991. Administrators and faculty at UNCW, including then department chair Hathia Hayes, and Brunswick County Schools administrators helped get the program started. Ann Denlinger, now Superintendent in Durham; Thelma Allen of Duplin County NC; and Eugene Pointer of Newport News, VA, were among those who were instrumental in creating successful Reading Recovery programs in their districts. UNCW plays an active part in the Southeastern Reading Recovery Conference. Noel Jones has served as chairman of the RRCNA Standards and Guidelines Committee since 1994.*

The first class of teacher leaders trained at Lesley College (1990-91) pose here with Marie Clay.

1991-93 Growth Continues

Following a year of training at OSU, Irene Fountas began teaching the first Massachusetts Reading Recovery teacher leaders and teachers at **Lesley College** in 1990-91. Margaret McKenna, president of the college, is a staunch supporter of the Reading Recovery program, and Eva Konstantellou has joined Fountas as a trainer. In 1991 Lesley College received a grant from the United States Department of Education to establish the Early Literacy Academy, of which Reading Recovery is an integral part.

The Southern California Reading Recovery Project at **California State University San Bernardino** (CSUSB) was established in 1991 with the support of then professor Adria Klein and site coordinator Kathy O'Brien. In 1992, visiting professor Gay Su Pinnell trained the first class of trainers and teacher leaders. To date, almost 75 teacher leaders and 2,500 teachers have been trained and over 34,000 children have been served. CSUSB reaches out to affiliated sites in ten states and is also an active Descubriendo La Lectura training site.

June 1999 teacher leaders celebrate their graduation at CSUSB.

In 1988 the Arkansas Reading Recovery Advisory Committee was formed to plan for implementation in Arkansas, and in 1992 the **University of Arkansas at Little Rock** (UALR) became a training center. Since then, over 40 teacher leaders from Arkansas, Missouri, and Louisiana have been trained. The Arkansas Reading

1991

Ethics Committee is formed.

Marie Clay's *Becoming Literate: The Construction of Inner Control* is first distributed in the United States.

Clay assists the Oakland, MI consortium with implementation planning.

November *New York Times* names Gay Su Pinnell as one of 30 innovators in education, calling her "...a standard bearer for the 21st century."

1992

Ohio Reading Recovery Conference attendance reaches 2,100; Teacher Leader Institute attendance reaches 180.

First International Reading Recovery Institute is convened in Maui, Hawaii, bringing together for the first time Reading Recovery professionals from around the world

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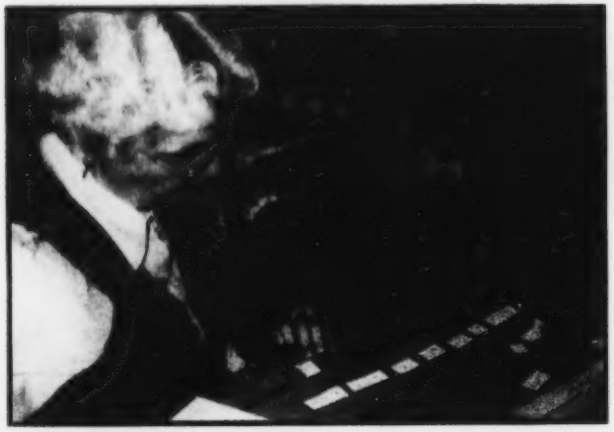
Recovery Project represents a partnership that includes UALR, the Arkansas Department of Education, Arkansas Educational Service Cooperatives, and Arkansas Public Schools. The Arkansas legislature allocates substantial annual support and has provided over $6 million in grant funds since 1991 to train teacher leaders and implement Reading Recovery programs at Arkansas sites.



Oakland University's Reading Recovery program was launched after Lee Skandalaris was trained in New Zealand.

Oakland University became a training center through the initiative of six Oakland County school districts that formed a consortium in 1989-90. The consortium, aided by the superintendent of Oakland Intermediate Schools, sent Lee Skandalaris to New Zealand to become a trainer and later sent Robert Schwartz to The Ohio State University to become a trainer. Oakland currently supports approximately 500 Reading Recovery teachers, 15 teacher leaders, 76 teachers in training, and two teacher leaders in training.

Left to right, Kathryn Manning, Maine Department of Education; Paula Moore, UM trainer; Marie Clay; Governor John McKernan, Jr.; Leo G. Martin, Maine Commissioner of Education; and Robert Cobb, Dean, UM College of Education.

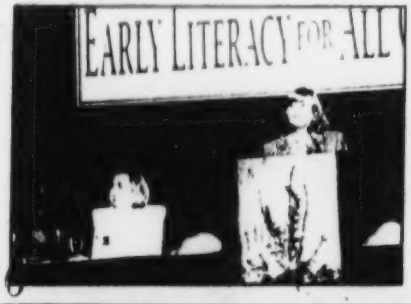
In February 1990 Kathryn Manning, a consultant for the Maine State Department of Education, organized a group of 26 Maine educators to go to Ohio to observe Reading Recovery. As a result, two Maine school districts, Bangor and Westbrook, sent teacher leaders to be trained. School superintendents persuaded Robert Cobb, Dean of the College of Education and Human Development, and faculty members to establish a teacher leader training center for the state at the **University of Maine**. In 1991 Paula Moore went to New Zealand to become a university trainer and returned to open the center in 1992. About 45% of Maine's elementary schools now have Reading Recovery, and a second trainer, Elizabeth Worden, is in training.

Georgia State University trainer Clifford I. Johnson will become President of the RRCNA Board of Directors in July 2000.

***The Georgia State University** (GSU) Reading Recovery program began in 1990-1991 when Clifford Johnson trained at The Ohio State University (OSU) with the support of the Pittulloch Foundation. The first teacher leaders and teachers trained at GSU were from Fulton County Public Schools. The GSU Reading Recovery program has become a university training center for Georgia, Alabama, Tennessee, and Florida. It includes 348 schools in 56 school districts, with 606 teachers led by 33 teacher leaders. Over 13,000 children across four Southern states have been served. In addition to Clifford Johnson, Sue Duncan from New Zealand now serves as a trainer, and Betsy Harrell works as a teacher leader in residence.*

1992-93

Clay serves as President, International Reading Association.



First Lady Hillary Rodham Clinton is introduced by UALR trainer Linda Dorn at the 1997 Arkansas State Conference.

1993

First *Comprehensive Booklist* is distributed.

First steps are taken to form a national Reading Recovery organization.

Governor John McKernan, Jr. announces funds to support Reading Recovery at Maine's implementation meeting with Marie Clay. The state legislature allocates $1.6 million and subsequently continues funding at $800,000 per year.

Clay and Pinnell receive the Charles A. Dana Foundation Award for Pioneering Achievements in Health and Education.

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The Canadian Institute of Reading Recovery

By 1992, it was evident that Canada needed its own teacher leader training center as well as an organization to continue program development. A partnership between the Faculty of Education at the University of Toronto and the Scarborough Board of Education resulted in the creation of the Canadian Institute of Reading Recovery (CIRR), a not-for-profit organization. Marie Clay granted CIRR the right to hold the Reading Recovery trademark in Canada to ensure that program integrity is maintained across the country.

In 1998, CIRR relocated to its new home at the Ontario Institute for Studies in Education, University of Toronto. Its current mission is to create a national plan for the expansion of Reading Recovery across Canada.

Supporters gathered at a Canadian Reading Recovery Conference. Standing, (left to right) Barbara Watson, Michael Fullan, Irene Huggins, Dianne Stuart, Jeanne Milovanovic. Seated, (left to right) Marie Clay, Erica Kreis.

Reading Recovery in Canada

In 1988, administrators Fergus Reid and Paul Addie, along with classroom teacher Sue Murdoch from Scarborough, Ontario, attended the Reading Recovery Conference in Columbus, Ohio. They returned to Canada so enthusiastic about the program that a teacher leader was hired in September of that year to begin training a class of seven teachers from inner city schools in Scarborough.

Excitement soon spread within the Scarborough Board, and in its second year, 100 teachers crowded into an awareness meeting planned for 40 teachers. Six months later, a class of teachers began training in Halifax, Nova Scotia. Over the next three years, teacher leaders from British Columbia, New Brunswick, Nova Scotia, Newfoundland, and Ontario were trained at The Ohio State University and at the National Reading Recovery

1988 *1993* *1995*

Training of Canada's first Reading Recovery teachers begins in Ontario and Nova Scotia

Canadian Institute for Reading Recovery is officially opened by Marie Clay.

First teacher leaders begin training with support from Sue Duncan from the National Reading Recovery Centre, New Zealand.

The Western Canadian Institute of Reading Recovery (WCIRR) is established.

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Children helped celebrate the official opening of the Reading Recovery program on Prince Edward Island.

Centre in Auckland, New Zealand. A 1994 grant from the federal government enabled Pam Jones, Canada's first teacher leader, to become a trainer, and Canada soon began producing its own teacher leaders. Through a grant from the Ontario government, Dianne Stuart was sent to New Zealand and became the second trainer of teacher leaders in Canada.

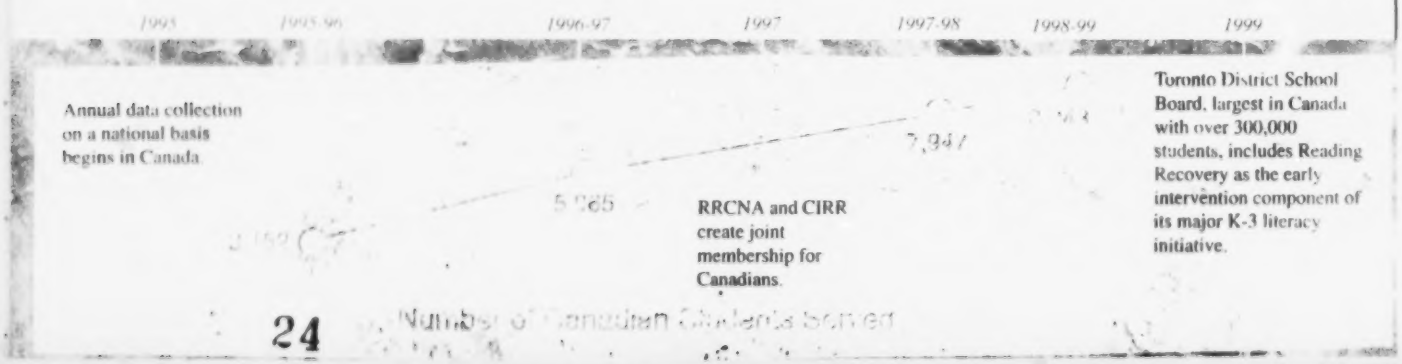
In 1995 the Manitoba Ministry of Education funded the training of Irene Huggins as the third trainer. The Western Canadian Institute of Reading Recovery (WCIRR), located in Winnipeg, Manitoba, was created through a partnership that included the Manitoba Department of Education and Training, the University of Winnipeg, and St. James-Assinboia School Division #2. The WCIRR works in collaboration with the Canadian Institute of Reading Recovery under the standards and guidelines set by the CIRR Board of Directors.

In Canada today, there are 59 teacher leaders working in 1,152 schools in nine provinces and the Yukon Territory. Reading Recovery is being delivered in large urban districts as well as in remote rural communities where teachers, children, and teacher leaders sometimes fly to the training site. The governments of Manitoba, Prince Edward Island, and the Yukon all have adopted Reading Recovery as a provincial initiative, and the government of Nova Scotia continues to share the cost of training teacher leaders with local school districts.

The rapid expansion of Reading Recovery across Canada created the need for additional trainer support. Over the last four years, trainers from New Zealand frequently have been in residence in Canada to provide long-term assistance to the Canadian trainer team. Canada's newest trainer is Paul Panteleo.

Reading Recovery in French

In 1998 Marie Clay granted the province of Nova Scotia, in partnership with the CIRR, the right to translate Reading Recovery publications into French. With support from the federal government, the first French-speaking trainer, Gisele Bourque, has been trained and is now overseeing the redevelopment of the Observation Survey of Early Literacy Achievement *(Clay, 1993) in French. Validation of the tasks will be completed in 1999-2000, and norming will take place in 2000-2001.*


1995
1995-96
1996-97
1997
1997-98
1998-99
1999
Annual data collection on a national basis begins in Canada
5,265
7,947
RRCNA and CIRR create joint membership for Canadians.
Toronto District School Board, largest in Canada with over 300,000 students, includes Reading Recovery as the early intervention component of its major K-3 literacy initiative.
Number of Canadian Students Served

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The Book and Globe Logo

In the Reading Recovery logo, the globe and stars are suspended above an open book, suggesting that the world is open to those who are literate. Because the logo was intended for use in connection with Reading Recovery in North America, the globe is turned to show the North American continent. Each of the five stars represents one of the countries where the program has been implemented: the United States, Canada, New Zealand, Australia, and the United Kingdom. The logo was designed in 1991 by Columbus artist Lynn Shoults.

On December 18, 1990, the United States Patent Office officially approved for registration the Reading Recovery trademark plus the "book and globe" logo. The Reading Recovery trademark was given by the founder, Dr. Marie M. Clay, to The Ohio State University for the United States. In Canada, use of the trademark and logo are under the supervision of the Board of Governors of the Canadian Institute for Reading Recovery.

Reading Recovery Council of North America

RRCNA headquarters, Columbus, Ohio, 1996-2000.

The Reading Recovery Council of North America (RRCNA) grew out of an informal group of university trainers and others who worked together during the early expansion of Reading Recovery. They recognized the need for a broader organization to support Reading Recovery in North America.

A formative meeting for the Council occurred in Texas in 1993, when small group of representatives from Ohio, Texas, Illinois and elsewhere gathered to create a vision for how Reading Recovery could best be supported and expanded. The four statements developed at that meeting are the core of today's vision, purpose and mission statements. They include the concepts of sustaining quality, expanding to full implementation, strengthening effective literacy education across North America, and supporting research and teacher education. Each participant at the meeting wrote a personal check to start the organization.

Jean Bussell, Executive Director

Over the next two years, a structure was developed to include today's five member categories–teachers, teacher leaders, trainers, site coordinators, and partners. The RRCNA Board of Directors includes members from each of these five categories plus officers and representatives of other specific groups: Descubriendo La Lectura, the Canadian Institute of Reading Recovery

1993

First steps are taken to establish a national organization for Reading Recovery.

October newsletter contains the first membership form.

1994

First catalogue of Reading Recovery materials is published.

First Board of Directors is elected in October; by December, thirteen committees are at work.

Gay Su Pinnell
President
1994-96

1995

First meeting of the Board of Directors is held in Columbus, Ohio.

1996

Jean Bussell, first Executive Director, begins work in January.

RRCNA is officially incorporated in May under the laws of the State of Ohio.

Board of Directors initiates a strategic planning process and issues Vision, Mission, and Purpose statements.

Carol Lyons
President
1996-97

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and The Ohio State University as trademark holders, and the deans of university training centers.

Today's Council membership includes nearly 11,000 individuals. Members not only support Reading Recovery Council activities, they receive a variety of benefits including publications and ongoing professional development at national conferences, institutes and leadership academies. The Council promotes Reading Recovery through education and advocacy programs and helps to maintain the integrity and quality of Reading Recovery programs.

Vision

That children will be proficient readers and writers by the end of first grade.

Mission

To ensure access to Reading Recovery for every child who needs its support.

Purpose

To sustain the integrity of Reading Recovery and expand its implementation by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Council.

Crowds throng the Columbus Convention Center for the 1998 National Reading Recovery Conference.

RRCNA staff (left to right) Karen Smith, Julie Reeves, Jean Bussell, Courtney Fetter, Anita Gibson, Mary Keating. Not pictured, Sarah Brennan.

RRCNA Board of Directors 1999-2000

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Descubriendo La Lectura: Yvonne Rodriguez
Development: Lee Skandalaris/Barbara Schubert
Implementation: Trika Smith-Burke
Membership: Connie Thomas
National Conference: Mary Anne Doyle
Publications/Communications: Dianne Frasier
Research: Bob Schwartz
Standards and Guidelines: Noel Jones
Training Advisory: Irene Fountas

1997

First membership meeting is convened at the Ohio Reading Recovery Conference and National Institute in Columbus.

Joetta Beaver
President
1997-98

1998

Operating contract between RRCNA and The Ohio State University is finalized.

RRCNA's first North American Leadership Academy, "Strengthening the Implementation of Reading Recovery," is held in San Diego, CA.

Second North American Leadership Academy is held in San Antonio, TX.

Billie Askew
President
1998-99

1999

www.readingrecovery.org goes online in January; Ohio Reading Recovery Conference officially becomes the National Reading Recovery Conference.

A bequest from California teacher Nancy Pollock Fellrath establishes a conference scholarship fund for Reading Recovery teachers.

Mary Anne Doyle
President
1999-2000

2000

Ronald McDonald House Charities awards RRCNA $250,000 to create teacher leader scholarships in the U.S. and Canada.

National Conference attendance tops 5,800.

Teacher Leader Registry and Teacher Leader Network are established.

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Dereck, a successful Reading Recovery student at Mannheim Elementary School (Germany), proudly displays all the books he can read.

In the DoDDS system, Reading Recovery faces special challenges. Not only are geographic distances great, the mobility rate of DoDDS students is high — similar to that of a large urban district in the states. Children arrive overseas with a military parent and remain in a DoDDS school for a typical tour of two to three years. Additionally, if there is an extended family emergency in the states, the family and child may be gone for several weeks. Many times the children are dealing with the absence of a military parent who may be deployed for duty in another area. In spite of these challenges, the structure of a Reading Recovery lesson is the same in a DoDDS school as in the states. Continuing contact sessions in some schools require that the teacher leaders fly to other countries to observe teachers working with students.

Jim Eckel received the Teacher Leader Award in 1997 for his support of Reading Recovery in the DoDDS system.

Ryan Hawkins, a fifth grade student at Darmstadt, Germany Elementary School, holds his Presidential Award for Academic Achievement. With him is his DoDDS Reading Recovery teacher, Janie Stewart.

Department of Defense Dependents Schools

The Department of Defense operates a K-12 school system that educates 90,000 children of American military and civilian personnel assigned overseas by the United States government.

In the late 1980s, the Systemwide Reading Coordinator for the Department of Defense Dependents Schools (DoDDS), Jim Eckel, learned about Reading Recovery. After careful study and review of the program, Eckel convinced DoDDS officials of the program's value and the importance of establishing ongoing support with Carol Lyons and other faculty at The Ohio State University. In 1992, four teacher leaders were sent to OSU for training.

In Europe, three teacher leaders work in seven different countries supporting 70 Reading Recovery teachers. DoDDS-Europe is geographically the largest Reading Recovery site in the world, reaching from Iceland in the north to Sicily in the south.

In the Pacific, one teacher leader supports ten schools located in Japan (Okinawa), Korea, and Guam. Okinawa has the only training site in the Pacific.

1992 — Four teacher leaders for DoDDS schools attend The Ohio State University for training.

Department of Defense Dependents Schools adopt Reading Recovery and send teacher leaders to Germany, Okinawa, and the United Kingdom.

1993

1994 — DoDDS host the first Reading Recovery Conference in Wiesbaden. Five Reading Recovery teacher leaders serve training sites in Okinawa; England; Kaiserlautern, Mannheim and Würzburg, Germany.

1995 — First-year evaluation reveals DoDDS Reading Recovery students significantly outperform students without Reading Recovery.

1996

1997 — Three teacher leaders provide continuing contact for 72 trained teachers. Naples (Italy) Elementary is added. Training class is held in Okinawa.

Training for teachers continues in Okinawa.

1998

1999 — Three teacher leaders serve eight districts throughout Germany, England, Spain, the Azores, Belgium, Italy, Iceland and Okinawa.

DoDDS programs established in the Azores and Iceland.

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Descubriendo La Lectura

The development of Descubriendo La Lectura (DLL) began during the 1988-89 academic year when Ana Maria Andrade, Amalia Basurto, and Olivia Ruiz were in Reading Recovery training in Tucson, Arizona. These three bilingual educators were so excited about the concepts they were learning, they began to talk about how they could be adapted for Spanish-speaking children whose initial literacy instruction was being delivered in Spanish.

They began by translating the tasks of the *Observation Survey* into Spanish, then met with bilingual Reading Recovery educators from Texas and Illinois to continue their work. Marie Clay worked with DLL educators to reconstruct the *Observation Survey* and to test its components for reliability and validity. Spanish book lists were developed, and research confirmed that DLL produces results similar to those of Reading Recovery in English.

Vaya con Spot! Whether in Spanish or English, Spot is a favorite character in little books for beginning readers.

Yvonne Rodriguez, DLL trainer at TWU, works with a Hispanic student.

Several key educators were responsible for expanding the DLL program across the United States. Trainer Kathleen McDonough enouraged and supported the DLL initiative. Yvonne Rodriguez trained first as a teacher in 1988, then became a teacher leader in 1992, and finally a trainer for Texas Woman's University in 1997. Rodriguez is now the DLL representative for the RRCNA Board. Cristina Gomez-Valdez served as a trainer for California State University at San Bernardino in 1994, enabling the program to grow in California.

Today, DLL serves students in Arizona, California, Colorado, Illinois, Massachusetts, New Jersey, New York, Rhode Island, Texas, and Washington.

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1988 1989 1991 1992 1994 1996 1998 1999

Work begins on Reading Recovery in Spanish.

The Collaborative for Reading Recovery in Spanish is formally established. *Observation Survey* tasks are field tested in Arizona.

First DLL class of 10 bilingual teachers is trained in Tucson. First Reading Recovery Bridging Institute is held in Tucson. Reliability and validity of *Instrumento de Observacion* is established after testing at four sites.

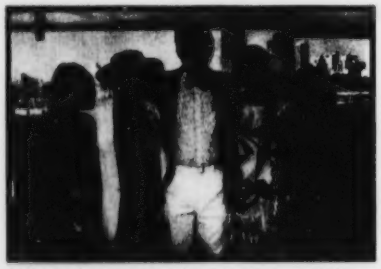
Five Texas sites implement DLL and serve 202 children. Case study research of DLL begins at Texas Woman's University and in Tucson.

First DLL teacher leaders train in California. RRCNA forms DLL Standing Committee to represent geographic regions with DLL programs.

Bilingual text of the Spanish reconstruction of *Observación Survey* is published. DLL booklist becomes an RRCNA publication. RRCNA Board of Directors authorizes continued funding of a DLL follow-up study to include former DLL students now in 3rd and 4th grades.

Full Spanish translation of the *Observatión Survey* is completed. DLL guidelines are included in the RRCNA Standards and Guidelines.

White House Initiative on Educational Excellence for Hispanic Americans recognizes DLL as a program that works for Latino youth.



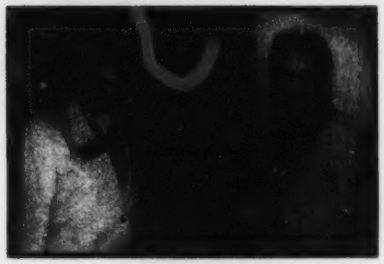
Bill Lynch (center) with DLL pioneers (left to right) Cristina Gomez, Helen Sabala, Bengie Jaime-Morgan, and Angie Rose.

The William D. Lynch Foundation for Children

"This foundation is created out of our unshakable conviction that the fulfillment of human potential is fundamentally dependent on the care and education of children...We begin with humility, yet optimism. We put our shoulder to the wheel in the sure knowledge that every child saved is a universe preserved."

With these eloquent words, The William D. Lynch Foundation for Children began its journey to help the children of San Diego County. Over the past eleven years Bill Lynch, businessman and philanthropist, has dedicated his time, talents, and resources to support programs like Reading Recovery.

Lynch works tirelessly at the state and national levels to promote the implementation and expansion of Reading Recovery. He enjoys watching lessons and seeing the delight on children's faces when they realize that they are reading. With his "shoulder to the wheel," Bill Lynch has done a great deal for Reading Recovery children, each one a "universe preserved."



Suellen Reed, Indiana State Superintendent of Public Instruction, was keynote speaker at the teacher leader class of 1999 commencement. (Left to right) Marilyn Haring, Dean of the Purdue School of Education, Maribeth Schmitt, Reading Recovery trainer, and Reed.

In 1991, Professor Deborah R. Dillon wondered why Indiana had no Reading Recovery program. Through her efforts, and with the support of Dean Marilyn Haring, the School of Education at ***Purdue University*** *established a training center. Maribeth Cassidy Schmitt became director of the newly formed Indiana Reading Recovery program and was trained at the University of Illinois (1992-93). The Indiana Reading Recovery program now boasts over 1,000 teachers, and well over 18,000 children have been served. The key to statewide implementation of Reading Recovery has been funding through the Indiana General Assembly, supported by key legislators Sheila Klinker, Sue Scholler, and Cleo Duncan. Additional support has come from Allstate, Cynergy PSI, Alcoa, and John W. Anderson Foundations; Meijer, Inc.; the Kiwanis Clubs of Greater Lafayette; Purdue Employees Federal Credit Union; and the Robert N. Thompson Construction Co.*

University of South Dakota trainer Garreth Zalud works with a student.

1993-99 Growth Continues

California State University, Fresno is home to the Central California Reading Recovery Project, which began in 1993. Since then, 740 teachers have been trained and approximately 15,000 children served in 24 affiliated sites in five states. Over 60% of local Fresno schools that have Reading Recovery have full implementation, a reflection of the strong local commitment.

St. Mary's College, the northernmost training center in California, began its Reading Recovery program in 1993 under the leadership of Barbara Schubert. Dean Fannie Preston, a literacy leader, and Dr. Nadine Pedron, site coordinator, have worked tirelessly to promote literacy at all age levels, with special emphasis on Reading Recovery. Literacy volunteers like Susan Lewis have kept business and corporate leaders informed and secured solid funding to continue Reading Recovery programs.

Trainer Janet Bufalino of **Shippensburg University of Pennsylvania** has trained teacher leaders from Pennsylvania, Maryland, Virginia, and West Virginia since the training center opened in 1993. For the past six years it has sponsored the Mid-Atlantic Reading Recovery Conference, which this year attracted more than 800 educators.

The University of South Dakota training center started in 1996 and began training in 1997. The center was founded with a gift from Richard Anderson, who continues his generous support of the program. USD serves seven states, provides services for a large Native American population, and recently hosted the 5th Regional Reading Recovery Conference.

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1994

Rockwell International Corporation provides funding for Reading Recovery in Illinois.

Scholastic Network creates online service for Reading Recovery professionals.

1995

Tenth Anniversary celebration at the Reading Recovery Conference in Columbus.

UConn hosts the Northeast Regional Reading Recovery Institute and Early Literacy Conference in Hartford.

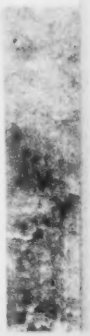
1996

State legislators observe Reading Recovery lessons in California and Illinois.

Southern Regional Education Board features Reading Recovery in its monograph, *Paths to Success*, focusing on program results in Arkansas.

1997

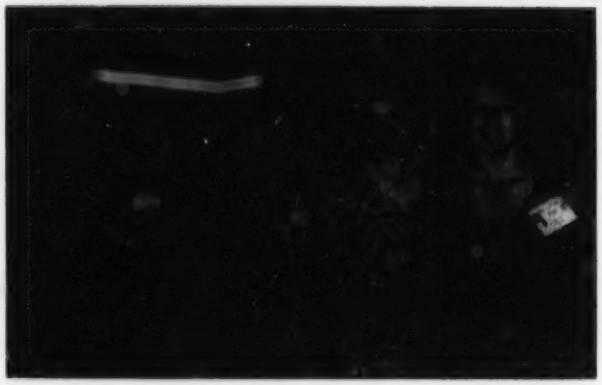
RRCNA joins the President's Summit on "America Reads."



The University of Nebraska at Kearney became a training center in 1996. Efforts to bring Reading Recovery to Nebraska were supported by the Nebraska Department of Education and the state university system, with help from more than $400,000 in state and federal grants. UNK trainer Charlene Hildebrand provides professional development for teachers in Nebraska, Kansas, and Colorado. UNK is frequently visited by leading Reading Recovery experts.

CSU Fresno's teacher leader class of 1993-94 with trainer Judith Neal (back right). Trainer Jeanette Methven joined the Fresno project in 1997.

The Reading Recovery Center of Iowa, located on the Drake University campus in Des Moines, was established in 1998. A generous grant from the Roy J. Carver Charitable Trust provides teacher leader scholarships to help the state reach full implementation. The state



UNK's first class of teacher leaders, 1996-97, was also the last to perform a skit at Teacher Leader Institute.

legislature provides funding to districts that implement Reading Recovery, and a State Advisory Board meets regularly to support expansion of the program. Iowa's trainer is Mary Lose.

The first teacher leader class is now being trained by Connie Briggs at **Emporia State University** in Kansas. **San Diego State University** in California will begin its first class in fall 2000 under trainer Patricia Kelly. Professional development activities are already underway at both centers. In the wings stand the **University of Alabama at Birmingham** and the **University of Kentucky**, where teacher leader training will begin in 2000 and 2001 respectively.

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1997

Legislatures in Florida, Indiana, and Massachusetts approve a total of $11 million in funding for early literacy interventions, including Reading Recovery.

1998

Third International Reading Recovery Institute in Cairns, Australia.

RRCNA representatives testify before the National Reading Panel in locations across the country.

The New Jersey Reading Recovery Network is established.

Kentucky selects Reading Recovery as a showcase program for early literacy and provides funding to establish a training center at the University of Kentucky.

1999

The Mid-Atlantic Reading Recovery Council is established.

Connecticut students score highest in the nation on the NAEP reading and writing exams at the fourth and eighth grade levels. Governor John Rowland credits early intervention, especially the Reading Recovery program.

Inez Tannenbaum, candidate for State Superintendent of Instruction in South Carolina, campaigns on a Reading Recovery platform and wins election.

Teacher Leader Sallie Bulk with Melissa Escobar, 1995 spokeschild for the Pennsylvania Department of Education.

*The **University of Connecticut** (UConn), the Capitol Region Education Council (CREC), and the State Department of Education collaborated in establishing a comprehensive plan to improve literacy instruction for all primary children. Reading Recovery was to be the keystone of the plan, and Mary Anne Doyle of UConn was sent to OSU to become a trainer. Since 1993, Judith A. Meagher, Associate Dean of the Neag School of Education, has served as UConn's site coordinator, and Marcia Yulo, Executive Director, CREC, has served as State Site Coordinator. The project now includes 67 school districts and serves sites in Connecticut and New York. Connecticut teacher leaders have now trained 380 teachers who have served approximately 7,000 children.*

Betty Boseman, recipient of the Teacher Leader Award in 1994, is credited with bringing Reading Recovery to South Carolina.

Teacher Leader Awards

The Teacher Leader Award is presented to persons who have helped to advance Reading Recovery.

1989
Bob Bowers

1991
John Hilliard
Evelyn Lackey

1992
Mavis Brown
Fergus Reid
Kathy O'Brien

1993
Susan Paynter
Morton Weir

1994
Betty Boseman
Kathryn Manning

1995
Susan Biggam
Nancy Teitelbaum
Kent Gaige
Margaret Griffin

1996
Nancy Ann Eberhart
Lance Landauer
William D. Lynch
Robert L. McGinnis
Patricia Richards
Sybil Yastrow

1997
Jim Eckel
David Moriarty

1999
Ann Goldberg
Mary Mascher

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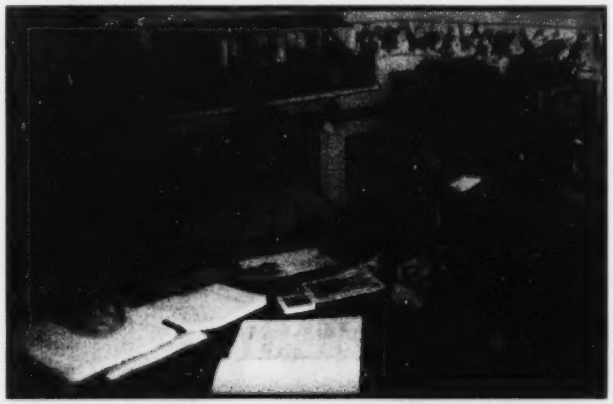
Early Teacher Leader Institutes: *The Summer Camp Years, 1988-90*

By Mary D. Fried, The Ohio State University

To write about the earliest Teacher Leader Institutes, I had to resort to old directories with the date that each teacher leader was trained. These unlocked many wonderful memories, including the fact that the first institute must have been in 1988! We met at a building owned by the Columbus Public Schools. We didn't know many of the faces, so we were thankful that Gay Su Pinnell had everyone talk about their background. This first TLI was the beginning of lasting friendships across sites and across states.

The next summer, 1989, we met at Mohican State Park, and it was there that Mary McElroy taught us and established the tradition of the friendship circle. In one session, we were each asked to write definitions of linking, integrating, chunking, and stretching. After comparing our answers, we realized that some of the terms (chunking and stretching) had been invented by



Teacher leader Pat Fostvedt visits Linda Fikse, teacher in training, and student Cecilia Avina at River Valley School District, Cushing, Iowa.

***The Early Detection of Reading Difficulties*–Don't leave home without it!**

teacher leaders and had no definitions or usage by Marie Clay. This was a good example of using the *Guidebook* as an error-correcting device, as well as an introduction to a topic that Clay presented at a later TLI: "Watch Your Language."

We had so much fun at Mohican and our numbers were growing so fast that we booked a larger lodge at Salt Fork State Park for TLI 1990. A huge rainstorm made getting there a logistical nightmare, and the rooms advertised as quads turned out to be one double bed and two small fold-down bunkies. Still, we made do.

A major accomplishment was our work on topics of common interest. Each day lists of topics were posted, a meeting place was designated, and teacher leaders selected the one they wanted. Discussions centered on continuing contact, leading in front of the glass, the role of the teacher leader, standard forms, etc., and each group produced a report that was later circulated as a *Teacher Leader Resource Paper*. Over the years these small group work sessions evolved into Special Interest Groups (SIGs), and they remain an important part of TLI.

Our work together as teacher leaders helped prevent drift and established lasting bonds of friendship and trust. Annual Teacher Leader Institutes continue to bind us together as we update our understanding and strive to make a difference in the lives of teachers and children.

A Matter of Time

By Suzette Savard, teacher leader, Los Angeles, CA

When I picked up Marcus at his first grade classroom, his teacher told me not to waste my time. I could put him in Reading Recovery, she said, but it would only be a matter of time before he joined his older siblings in a full-time Special Education class. Marcus' scores fell into the first percentile, so he was very low. He knew practically nothing about letters or the sounds they make, and he had little idea about how to begin reading a book. But because Reading Recovery is designed to help the lowest achieving children, Marcus was placed in the program and began having daily half-hour lessons.

As Marcus and I got to know one another, I began to pull out those things that he did know how to do and build on them. During that "Roaming Around the Known" period, I ran into Marcus' kindergarten teacher, who also advised me not to waste my time. What Marcus really needed, she said, was Special Education. It was only a "matter of time" before he'd be placed in a full-time program. Well, it turned out that his teachers were right. For Marcus, it WAS just a matter of time! In three months, he was reading at the same level as the rest of the students in his class, and his Reading Recovery program was successfully discontinued.

Teacher leader Joan Dodds of Sioux City, IA with Haley.

I met Marcus' second grade teacher the following school year. She was new to the school and did not know what Reading Recovery was. When she asked me if I had been Marcus' Reading Recovery teacher, I was afraid to answer. "Here it comes," I thought, "now she's going to tell me Marcus belongs in Special Ed." Imagine my surprise when she asked if Reading Recovery was a program for gifted readers!

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During the writing portion of our lesson, Corey and I were talking about Halloween. He informed me that he would be going trick or treating, and he was very excited. When I asked him what he was going to be on Halloween, he replied with wide-eyed sincerity, "A Reader!"
Catherine Holland, Reading Recovery teacher, Clarkston, GA

Naomi

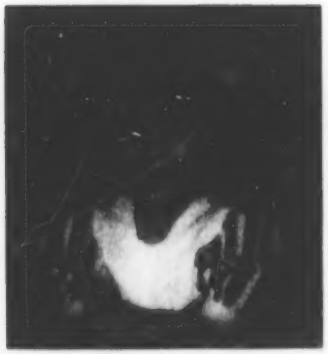
By Katie Collins, Reading Recovery teacher, San Luis Obispo, CA

Naomi bounded in each day with great excitement. Returning from Christmas vacation, there was even greater excitement as she told me about three dolls she had received as gifts. When I asked their names, she looked away in wonder. "I don't know," she said sweetly. "They didn't come with names." "Well," I said, "you can give them names. Go home and think up some beautiful names."

The next day she could hardly contain herself at the door. She dug in her backpack, pulled out a torn piece of paper, and shoved it in my face. "Here are the names for my dolls!" she blurted out excitedly. There, in pen, were drawn the three beautiful dolls with long hair and pretty dresses. Beneath the dolls, in her best writing, were the names she had given them: "The," "It," and "To." She beamed with pride.

Naomi's world was aflutter with the sudden discovery of "words"–their look, their power, their purpose. No longer would her rows of letters, mostly "m's," do. She was on her way, and she had her three dolls, "The," "It," and "To" at home to read to. These are the moments I cherish in Reading Recovery.

Naomi with "The," "It," and "To."



Christi Meachen in first grade.

Christi

By Marybeth Marvill, Reading Recovery teacher

Christi was a Reading Recovery student at Rumford Elementary School, Concord, NH in 1990-91. Today Christi does very well in school, enjoys Shakespeare, and works at a local library. She recently produced and distributed an informational pamphlet about the symptoms, cause, and treatment of Turner's Syndrome, a genetic condition that affects one in every 2,000 girls and results in growth deficiency.

Dante in first grade, 1984-85.

Dante in 2000, a graduate of West Virginia University.

Dante

By Rose Mary Estice, The Ohio State University

Dante was one of the first children in North America to benefit from Reading Recovery because he was a first grader in 1984-85, the first year the program was piloted in the Columbus Public Schools. I was Dante's teacher, and it was my training year.

Dante began first grade with limited literacy skills, but in 15 weeks he had caught up with and was reading and writing every bit as well as his peers. Even though he was enrolled in a different elementary school every year thereafter, he continued to be a good student. He graduated from Brookhaven High School in Columbus, where he was recognized for both his academic accomplishments and his leadership ability.

Dante attended West Virginia University where he majored in sports management and minored in communication. He was on the Dean's List and was involved in many campus activities, but he made time to tutor high school students. In December 1999 Dante graduated from WVU after only three and a half years, and he is now applying to law school!

Reading Recovery made a difference in Dante's life. Once he caught up with his peers in first grade, he was able to take advantage of every learning opportunity that came his way. To me, Dante represents the potential in all Reading Recovery students. He affirms in a very real way the commitment and dedication of Reading Recovery professionals everywhere.

Roger Inspires Dad

Submitted by a Kansas teacher leader

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Roger was one of my first Reading Recovery students. He was a wiry little blonde boy with blue eyes that sparkled with what teachers euphemistically refer to as "orneriness." But Roger blossomed in Reading Recovery, successfully discontinued with stellar scores, and continued to do well all that year in his first grade classroom.

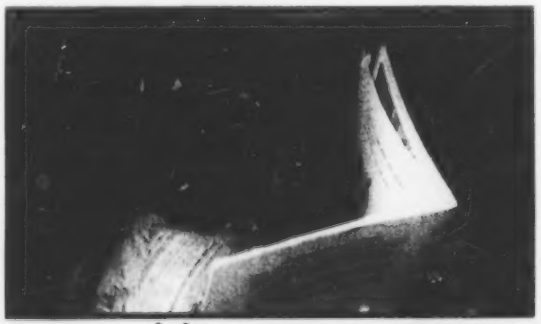
His mother later told me that because of Roger's success in reading and writing his father–a high school drop-out–was taking adult literacy classes to improve his own reading. How's that for an example of the ripple effect of Reading Recovery?

Patty

By her mother, Suzan Bivens

Patty in first grade.

When my daughter, Patty, was in first grade, she was having a great deal of difficulty learning how to read. She was frustrated that she could not read like her classmates or her big sister, and I had been looking and praying for an answer. Patty was one of the lucky ones, because she was able to participate in Reading Recovery, a new program that was being piloted for the first time that year at Flowertown Elementary. A few months after Patty started her lessons with Mrs. Dottie Connelly, her father and I came to watch a lesson. What a treat to watch our daughter, who had been struggling a short time ago, reading with so much confidence! It was so apparent that Reading Recovery was just what Patty needed. She caught up with her classmates, and she was SO proud of herself.



Patty today, a college-bound high school senior.

Patty is now a senior at Summerville High School. Ever since first grade she has been an A/B student, and this year she received three academic awards. She is an active member of Beta and Key Clubs and the Summerville High School marching band, and she has just been accepted at Clemson University.

Patty was invited to give a speech at the South Carolina Reading Recovery Conference held in Columbia, SC in October 1999. It was a moment I will remember for the rest of my life. Here was my little girl, all grown up, giving a wonderful and moving speech about how grateful she was for Reading Recovery. Before she could finish, the entire room was on their feet and not a dry eye was to be found. Afterwards, Patty was presented with a $2,000 scholarship check. What a night!

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"If you go to Reading Recovery, you get to learn how to read better and learn how to write lots of words. You have to behave, too! It's fun!"
Reading Recovery child in Pampa, TX.

First grade, 1990-91. Annie is second from the left.

Horseneck Beach

By Annie Sullivan

The waves crashing against the rocks sound like you're in your own little world.
The air is crisp and clean as a red apple on a cool summer night.
Sandpipers scurry like mice, looking for someone's picnic scraps.
The seagulls dash into the water like an airplane plummeting to the ground.

Ocean waves feel cool and refreshing against your body, yet when you get a mouthful of it, it tastes as bitter as a juicy lemon.

The distant horizon gives off a warm, yellow glow that makes you feel protected and safe.

When night falls, light from nearby cottages and from the starlit skies makes you feel like the richest person on earth.

Submitted by her Reading Recovery teacher, Sue Norton

Annie in 1999.

A meeting of Michigan site coordinators is led by Kent Gage.

The Role of the Site Coordinator

Successful implementation of Reading Recovery requires support from a knowledgable administrator. This administrator is the "site coordinator." Marie Clay describes the site coordinator as "an advocate for whatever cannot be compromised in the interests of effective results."

The site coordinator supports the teacher leader and promotes effective delivery of services to children by:

- *assisting with teacher recruitment and selection,*
- *budgeting, funding, and ordering materials,*
- *scheduling and assigning adequate space,*
- *communicating with parents and the general public, and*
- *promoting cooperation and understanding among all professional staff.*

Reading Recovery site coordinators have nurtured program growth through dedication, advocacy, and insistence on quality and results.

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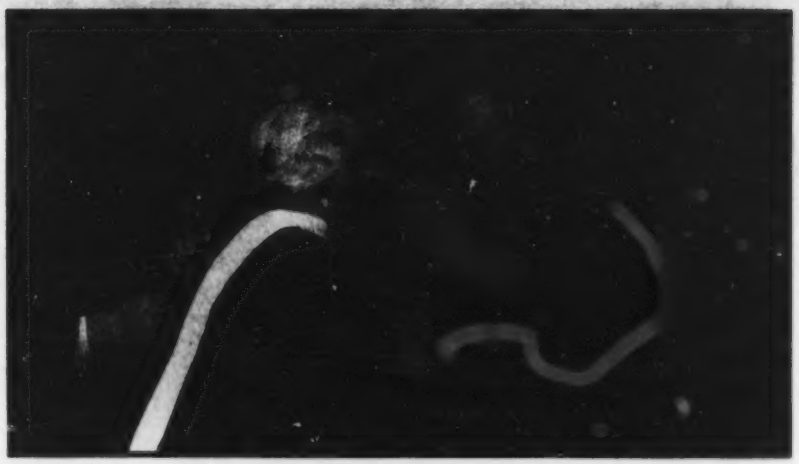

***Marie Clay** receives an Honorary Doctorate in **Humane Letters** from William E. Kirwan, **President**, The Ohio State University, June 1998.*

Marie Clay Talks About Reading Recovery's Challenges

In honor of the 15th Anniversary of Reading Recovery in North America, Carol Lyons spoke with Marie Clay about her past and present work with Reading Recovery. The following exerpt is from a longer interview, to be published in a future RRCNA publication.

Lyons: What challenges have you encountered in your Reading Recovery work?

Clay: Most people want to give children time to come to literacy learning, and they resist the call for early intervention. Reading Recovery's opposite view is that once teachers are helping competent children to race ahead with reading and writing, schools have an immediate responsibility to give extra learning opportunities to children who are showing clearly that they cannot make sense of what is going on in the classroom.

There is a strong bias toward an "even playing field." People would rather spend educational resources evenly on all groups, despite vast differences in prior opportunities to learn. Consequently, teachers plan for all children to have the same amount of exposure to each activity, though actually individual learners need differential exposure. What happens to the lowest-achieving children is rarely a priority. There is an absence of belief that things can be different and a lack of will to make things different.

Another challenge is that the majority of teachers have assumed that reading and writing are separate and different, rather than recognizing that the two contribute to each other in the literacy process.

Reading Recovery has to take active steps to resolve these challenges. A sound program delivered by well-trained teachers in good schools is not enough to support a prevention program. It must be supported by the structures and policies at a district, state, provincial, or country level, helped in cities, and sustained over time. Weak implementation of an early intervention program is a potential problem being vigorously addressed by Reading Recovery in the USA.

Finally, there is too little educational effort directed by theoretical researchers to design their research so that practical questions can be answered. Theorists, administrators, and teachers must relate their proposals to changes in *how* children learn. At present they attend mainly to *how much* children learn.

OSU Pioneers Look Ahead to Needed Research

Diane DeFord, Carol Lyons, and Gay Su Pinnell gathered recently to reflect on Reading Recovery's history and the challenges ahead. Following are their responses to the question: What are the most important research questions for Reading Recovery today?

Gay Su Pinnell: One important research area is implementation factors, the things that make the difference in whether a program is average, very successful, or not successful. That research would identify a complex range of characteristics about the site, the environment, the people, rules, regulations, funding.

Diane DeFord: Implementation is a hard topic to study because there are so many complex variables. We need to start with a new implementation and follow it from the beginning. If we could do that, we would learn more about how to shepherd a successful program through the potential storms in education–storms related to politics, changing leadership, resources, mobility of administrators.

Carol Lyons: Another area of research–especially important to policymakers–is cost-effectiveness and cost-benefit studies. Policymakers and administrators want to know how the district benefits if Reading Recovery is implemented. Two districts in Massachusetts that have conducted cost-effectiveness studies found that Reading Recovery reduced the number of students retained and referred for Special Education. This saved the districts a considerable amount of money that would have been spent on long-term intervention.

(left to right) Diane DeFord, Gay Su Pinnell, and Carol Lyons examine little books in the Martha L. King Literacy Center, Ramseyer Hall, The Ohio State University.

Gay Su Pinnell: What I would love to see are very detailed studies of the progress of the individual. I call this the "Thousand Case Studies Project." From all over the country, we could take a cadre of children and conduct detailed case studies of their progress. These studies might enable us to see the turning points in learning, and what teachers do as they intervene and teach intensively to get shifts in learning, instead of just steady progress. Some teachers can do that better than others. This research would inform the whole field of education.

Reading Recovery Research

Research and evaluation of Reading Recovery programs is carried out by the ***National Data Evaluation Center*** *(NDEC) at The Ohio State University. NDEC collects data from every site in the United States each year, including pre- and post-intervention measures on every child who receives Reading Recovery instruction. Each child is evaluated before entering the program, again upon leaving the program, and at the end of the school year. This assessment provides direct accountability for the child's progress as well as a record of strengths and continuing needs.*

In addition to the data analysis carried out by NDEC, Reading Recovery research is conducted at university training centers throughout the United States and at the Canadian Institute of Reading Recovery. Many studies include research that follows children beyond the first grade to assess the sustaining qualities of the Reading Recovery intervention. Evaluation also includes qualitative data on program implementation such as surveys from Reading Recovery educators, administrators, and parents.

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News, research and professional development are vital to Reading Recovery. The editors of RRCNA's newsletters and journal devote countless volunteer hours to their jobs and deserve special recognition for their dedication and commitment.

The Running Record
Mary Fried (1988-96)
Judith Neal (1996-present)

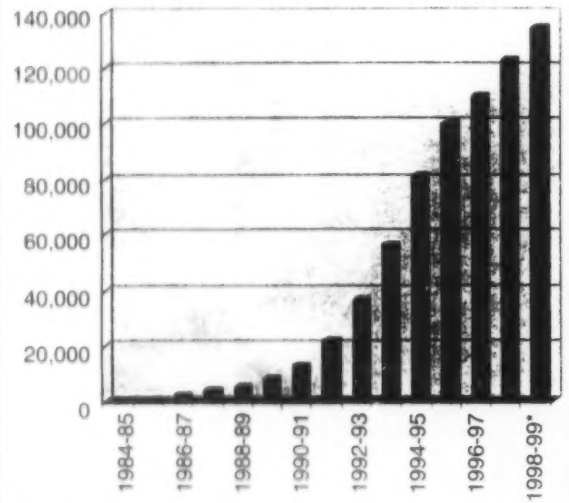
Network News
Mary Fried (1988-96)
Maribeth Schmitt (1996-97)
Dianne Frasier (1997-99)
Paula Moore (1999-present)

Council Connections
Janet Bufalino (1995-present)

Literacy, Teaching and Learning
Stanley Swartz and Adria Klein (1995-98)
Maribeth Schmitt (1998-present)

Reading Recovery teachers Claudia Anderson and Carmen Brown of Samuel Staples School, Easton, CT won first prize on Halloween dressed as "Running Records." Note the check marks!

Number of Students Served, 1984-99



43 university trainers
*769 teacher leaders**
*4,257 participating school districts**
*10,017 schools**
*19,797 Reading Recovery teachers**
*Total number of students served in 15 years–693,821**

** 1998-99 results are preliminary data from NDEC, The Ohio State University. Canada maintains its own national reporting of data.*

Marie Clay visited Reading Recovery in Barrow, Alaska and was treated to a dogsled ride.

This 15 Year Illustrated History is published as a memento and reference for the thousands of Reading Recovery professionals and supporters who have changed the future for young children struggling to learn how to read and write. These brief pages capture a few highlights, but most of Reading Recovery's history is held in the hearts and minds of you who make this program so successful. The Reading Recovery Council of North America salutes each of you who has contributed so much, and apologizes in advance for any errors and/or omissions.

52

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